Design of Islamic Religious Education (PAI) Learning Management in Integrated Islamic Schools

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Abstract
This article explores the design of Islamic Religious Education (PAI) learning management in Integrated Islamic Schools (SIT). With a literature research approach, this article identifies critical aspects in the direction of PAI learning, which includes planning, implementation, and evaluation. Important aspects of planning include setting learning objectives that focus on developing aspects of religion, morals, and character of learners; relevant and contextual curriculum analysis; development of integrative learning materials; varied and interactive learning methods; use of technology in learning; and comprehensive evaluation and assessment. The implementation of education at SIT emphasizes the integration of Islamic values in the learning process, effective use of media, and active involvement of students. The monitoring and evaluation phase involves assessing knowledge, worship practices, attitudes and behaviors, as well as student projects and assignments. The article also highlights the importance of parent and community involvement and the professional development of PAI teachers. In conclusion, the design of PAI learning management at SIT requires a holistic approach that integrates pedagogical, technological, and community aspects to create a compelling and conducive learning environment for the spiritual development and Islamic character of learners.

Keywords: Islamic Religious Education (PAI), Integrated Islamic School (SIT), Learning Management Design, Learning Planning, Islamic Value Integration

INTRODUCTION
Islamic Religious Education (PAI) in integrated Islamic schools has unique characteristics that distinguish it from Islamic religious education in public schools (Hudaa et al., 2024). The following are some aspects that are usually the focus of PAI learning in integrated Islamic schools, including learning in integrated Islamic...
schools, which not only teaches about general science but also integrates Islamic values in every aspect of learning. This aims to shape the character of students who are not only academically intelligent but also have good morals in accordance with Islamic teachings.

The PAI curriculum in integrated Islamic schools is usually more comprehensive and in-depth compared to public schools. The material taught is not only limited to jurisprudence, creed, morals, and Islamic history but also includes other aspects of Islam, such as Qur’anic interpretation, Hadith, and kalam science.

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Learning methods in integrated Islamic schools tend to be more varied and emphasize holistic learning. Learning occurs not only in the classroom but also through extracurricular activities, recitation, and other Islamic activities. (Marlina, Muliawati, et al., 2023)

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Islamic Character Development, an integrated Islamic School, pays special attention to the development of the Islamic character of learners. This is done through various activities such as congregational prayers, memorizing the Qur’an, and other religious activities. The evaluation and assessment system in integrated Islamic schools not only assesses the academic ability of students but also assesses aspects of Islam and the morals of students.

Parents of students in integrated Islamic schools are usually very supportive of PAI learning programs and are actively involved in school activities. This is important to create synergy between school and home in the formation of students' Islamic character.

PAI learning in integrated Islamic schools is designed to create a generation of Muslims who are not only academically intelligent but also spiritually strong and have good Islamic character. The integration of Islamic values in every aspect of learning is the main key to achieving this goal.

Islamic Religious Education (PAI) has an important role in shaping the character, morals and spirituality of students in Integrated Islamic schools (SIT). In order for PAI learning objectives to be achieved properly, it is necessary to design effective learning management (Abdurrosyid, 2023; Adila et al., 2023; Khoir et al., 2023; Kirana Silvia Maulida et al., 2023). This paper will discuss the design of PAI learning management at SIT, including the importance of the role of teachers, curriculum, technology, evaluation, and collaboration with parents.
This paper aims to identify the potential and opportunities for PAI learning development at SIT. In this context, PAI learning management includes planning, implementing, and evaluating learning, as well as outlining the design of PAI learning management involving aspects such as curriculum planning, selection of learning methods, and use of technology.

METHOD

This research is library research. The research was conducted by reviewing relevant sources with the problems discussed by conducting an in-depth analysis (Harahap, 2014). The primary data source is the design of PAI learning management at SIT that is currently happening, referring to research results, online journals, books, and various latest information in both print and electronic media. Data collection techniques in this study are carried out in several ways, including through the collection of relevant library materials by utilizing representative sources, both sourced from libraries in the form of books and other sources that are e-books or online. The data analysis technique to be used uses an interactive model from Miles and Huberman, which consists of raw data collection, data reduction, data display, and verification/conclusion (Sugiyono, 2013). The data that has been collected regarding the design of PAI learning management at SIT is reduced by selecting, simplifying and transforming rough data that arise from various sources, both books and articles in online journals, so that it becomes more focused in accordance with the object of research. Data reduction takes place during the research process until the preparation of the final research report. Next, the data will be displayed or drawn in the form of conclusions.

RESULTS AND DISCUSSION

PAI Learning Planning

Ibrahim, A. (2018), learning planning is the initial stage in the design of PAI learning management in Integrated Islamic Schools. PAI teachers need to plan the PAI subjects to be taught, learning objectives, and methods and media to be used. Careful planning will ensure that learning goes according to the desired goals. Here are the steps you can follow in designing a PAI lesson plan:

Learning Goal Setting

Learning objectives in planning Islamic Religious Education (PAI) in Integrated Islamic Schools (SIT) can focus on developing aspects of religion, morals, and character of students in accordance with Islamic values. Rahman, F., & Syafiq, A. (2018), the method of setting learning goals must refer to and be in line with the vision and mission of the school and the PAI curriculum, must also determine the basic competencies to be achieved, both in terms of knowledge, attitudes, and skills that are spiritual, intellectual, and social. Here are some examples of relevant
learning objectives in planning PAI learning at SIT: Understanding Islamic teachings, practising religious values, respecting religious diversity, knowing Islamic history, appreciating the greatness of Allah, develop critical thinking skills, develop Quran and Hadith literacy skills, develop awareness of the afterlife, develop social and ethical skills, use technology wisely, encourage participation in religious activities, and Arabic language skills. These objectives must be integrated into the PAI lesson plan at SIT so that the teaching and learning process can achieve the desired results in accordance with the school’s vision and mission.

**Curriculum Analysis**

The PAI curriculum at SIT must be relevant to the times and the needs of students. It includes the selection of appropriate teaching materials, interesting teaching methods, and an emphasis on the practice of Islamic religious values in everyday life that are relevant to the current social context. The curriculum should blend an understanding of religious concepts with practical applications in everyday life. In addition, the curriculum must also pay attention to the cognitive and emotional development of learners at various levels. Ismail, H., & Budiarti, R. (2019), the development of the PAI curriculum based on the characteristics of students at SIT is an important step in increasing the effectiveness of Islamic religious learning. A curriculum that considers students’ religious background, culture, and level of understanding can help students feel more involved in Islamic religious learning. This curriculum development is a relevant reference for Integrated Islamic Schools (SIT) in adapting their PAI curriculums to the needs of students. Ahmad, K., & Abdullah, N. (2019), analyzing and understanding the curriculum at SIT must refer to national curriculum standards and integrate them with Islamic values. The syllabus and Learning Implementation Plan (RPP) containing PAI material should be made in detail.

**Learning Material Development**

Learning materials are one of the most important objects in growing the character of students at SIT. Through learning materials, the points contained in the learning objectives will be conveyed to students and implemented in everyday life (Hidayat, 2020; Meylina Astuti et al., 2023; Sakolan, 2021). Zulkarnain, W. N., & Al-Rasyid, H. (2017), the development of learning materials need to be considered to be relevant and in accordance with the needs of students and the social context in society and integrate learning materials with students’ daily activities for example through project-based learning or problem-based learning that is relevant to the values of Islamic teachings.
Learning methods

Nurdiana, D., & Raharjo, S. T. (2018), PAI learning using varied and interactive methods, such as lectures, discussions, memorization, reflection, and others, is one of the many ways to make the planned learning material well presented. Applying the learning approach chosen by a PAI teacher should be one that supports and emphasizes character building (tarbiyah), such as honesty, empathy, and cooperation. The Islamic Religious Education (PAI) learning method can be designed by considering a holistic approach that integrates the understanding of religion, morals, and character of learners. Here are some suitable learning methods for PAI at SIT: Quran and Hadith Based Learning (Utilizing verses of the Quran and Hadith as the main source of PAI learning and teaching understanding and application of verses of the Quran and Hadith in everyday life), Discussion and Q&A, Case Studies and Analysis, Practical Experience (Conducting visits to mosques, pesantren, or places of worship to provide direct experience of religious practices and carry out social activities such as social service or charity activities as an implementation of religious values in concrete actions), Lecturing and Lectures, Project-Based Learning, Use of Information Technology, Game-Based Learning, Group Work, Periodic Evaluation and Feedback. It is important to mix several learning methods so that PAI learning at SIT becomes more dynamic and in accordance with the characteristics of students. In addition, the use of interactive and motivating methods can increase students' understanding and engagement in PAI subjects.

Use of Technology through Learning Media

The use of technology is also an important part of managing PAI learning in the digital era. PAI teachers can use digital media, applications, and online learning resources to enrich learning. This not only makes learning more interesting but also allows learners to access Islamic religious resources more broadly. In addition, digital platforms can be used to monitor the progress of learners and deliver assignments or exams online.

The use of technology in PAI learning can increase the effectiveness of learning. Teachers can use digital media, applications, and online learning resources to enrich the learning experience of students. Technology also enables monitoring of learners' progress and more interactive learning.

Kurniawan, A., & Fitria, H. (2020), PAI learning at SIT should use creative and varied teaching models or methods; this can be done if you use properties that can support it. The use of technology in learning, such as digital media, learning applications, e-learning platforms, or other technological media, can trigger students to continue learning.

The use of various media in Islamic Religious Education (PAI) learning in Integrated Islamic Schools (SIT) can increase teaching effectiveness and motivate students.
students. Here are some types of media that can be used in PAI learning at SIT: Textbooks, Quran and Hadith, Learning Videos, Audio Lectures, Images and Illustrations, Interactive Software, Religious Websites, Quiz Cards, Mockups or Models, History Maps, Documentaries, Computers and Internet, Children's Religious Books, Audio Recordings of Prayers and Recitations, Interactive Whiteboards, and Mobile Apps.

The use of these media must be adjusted to the level of education of students and the learning objectives to be achieved. The combination of various media can also make PAI learning more interesting and varied.

**Evaluation and Assessment**

Valuation and assessment planning can be done if all planning, starting from determining learning objectives, curriculum analysis, developing learning materials, learning methods and using technology, has been completed. Irfan, M., & Lestari, R. (2022), in PAI learning planning, a PAI teacher should determine the appropriate evaluation method, such as written, oral, portfolio, or observation tests of daily behaviour. It is also necessary to plan to conduct formative and summative assessments to monitor learners' progress and understanding.

**Character and spiritual development**

PAI learning planning at SIT should include activities that focus on spiritual and moral development, such as dhikr, congregational prayer, and others. In addition, it is necessary to hold extracurricular activities that support the development of Islamic character, such as recitation, social activities, or scientific activities.

**Parent and community involvement**

Riyanti, N. (2018), the importance of the role of parents in Islamic religious education in Integrated Islamic Schools (SIT). Parents are not only consumers of education but also partners in shaping the character and religious understanding of their children. Support and cooperation between schools and parents are indispensable in ensuring effective and holistic Islamic religious education. The implication of this study is the need for a more active parental involvement program in Islamic religious education at SIT.

Yuliana & Azizah, R. N. (2021), involving parents in the learning process to strengthen character education at home. Also, establish cooperation with the community around the school for certain programs that support the school's vision.

Cooperation between schools and parents is very important in managing PAI learning. Parents have a big role in supporting Islamic religious learning at home. Good communication between schools and parents can help create a holistic educational environment. (Marlina, Farhan, et al., 2023)
Teacher professional development

PAI teachers have a key role in managing PAI learning at SIT. They are not only facilitators of learning but also examples for students to apply Islamic teachings in everyday life. PAI teachers need to have a deep understanding of Islamic teachings, creative and interactive teaching methods, and good communication skills to assist students in developing a deep understanding of Islam. They must also be able to motivate students to actively participate in Islamic religious learning. The effort in the professional development of PAI teachers is to provide training and development for teachers to improve their competence in teaching PAI. Also, create forums or teacher working groups to share experiences and the best teaching methods.

Reflection and refinement

After all PAI learning planning at SIT is carried out, the last thing that is no less important is to do reflection and improvement planning, namely by reflecting on the learning process that has been carried out. And revise and refine planning based on feedback from students, parents, and teachers.

PAI Learning Implementation

After the planning is completed, the next stage is the implementation of PAI learning. PAI teachers must implement lesson plans well. The method used must be in accordance with the level of understanding of students in the classroom, and the use of appropriate learning media can help strengthen students' understanding of PAI material. Abidin, Z., & Munir, A. (2019), the implementation of PAI learning in Integrated Islamic Schools (SIT) has an important role in fostering students' religious awareness. PAI teachers at SIT act as effective facilitators of Islamic religious learning. In addition, the involvement of students in religious activities and Islamic values-based learning approaches also contribute positively to religious awareness in students. Here are some important aspects of the implementation of PAI learning:

a. Preparation

Teachers must prepare material according to RPP or Teaching Modules and ensure all learning resources and learning media are ready to use. Students should be informed about the learning objectives and what is expected of them in each session.

b. Unveiling

Start with a prayer or recite the holy verse of the Qur'an to instil a spiritual atmosphere and focus. Followed by building learning motivation by connecting the material with students' real lives.
c. Learning Process
1) Interactive Teaching: Using methods such as lectures, discussions, Q&A, or case studies to make the learning process interactive.
2) Practical Activities: Conducting worship practices, such as prayer, fasting, and social activities in accordance with the material studied.
3) Media Use: Utilizing teaching aids, audio-visual media, and information technology to support the learning process.
4) Project-Based Learning: Provides assignments that allow students to apply what they have learned in real or simulated projects.

d. Observation and Evaluation
1) Observation: Teachers make observations during the learning process to assess student participation and understanding.
2) Assessment: Conduct both formative and summative assessments to evaluate student competency achievement.

e. Application of Islamic Values
1) Value Integration: Integrating Islamic values in every aspect of learning, such as fairness, responsibility, and integrity.
2) Social Activities: Organizing social and community activities that reflect the Islamic values that have been learned.

f. Reflection
1) Hold sessions where students can discuss and reflect on their learning experiences.
2) Feedback for Improvement: Provide constructive feedback to students and receive feedback from them for improvement of the learning process.

g. Strengthening Character and Morals
1) Habituation of Noble Morals: Routinely habituate behaviour that reflects noble morals.
2) Character Building: Learning activities are designed to not only convey knowledge but also to shape the character of students in accordance with Islamic values.

h. Collaboration with Parents and the Community
1) Communication with Parents: Maintain good communication with parents to support the learning and coaching process at home.
2) Community Involvement: Inviting community leaders or practitioners to participate in teaching and learning activities.

The implementation of PAI learning at SIT requires consistency and commitment from all relevant parties, including teachers, students, parents, and the community, to create a conducive environment for the development of science and Islamic values.
Learning Monitoring and Evaluation

The monitoring and evaluation stage is important to ensure that PAI learning runs effectively, as evidenced by students’ understanding of religious concepts and daily religious practices. Ningsih, R. S., & Yuniawati, E. (2019), the monitoring and evaluation stage is important to ensure that PAI learning runs effectively. PAI teachers need to regularly monitor the progress of students, both in understanding religious concepts and in daily religious practice. The results of this monitoring can be used as evaluation material to improve the learning process in the future.

Here are some of the key components of the evaluation process:

a. Knowledge Assessment
   1) Written Test: Conduct exams or quizzes to test students’ theoretical understanding of Islamic concepts.
   2) Oral: Assess students’ ability to memorize prayers, Quranic verses, hadiths, or other materials orally.

b. Assessment of Worship Practices
   1) Observation of Worship Practices: Observing students while performing prayers, ablution, or other worship to assess obedience and solemnity.
   2) Skill Demonstration: Ask students to demonstrate certain ways of practising worship, such as the ordinance of prayer or the manner of ablution.

c. Attitude and Behavior Assessment
   1) Portfolio: Gather evidence of student behaviour, such as activity reports, personal reflections, or testimonials from teachers and friends.
   2) Self-assessment and Peer-assessment: Encourage students to assess themselves and their peers to develop awareness and responsibility for their behaviour.

d. Project and Task Assessment
   1) Task Assessment: Assess assigned tasks, such as papers, projects, or presentations, to test understanding and application of the material.
   2) Group Project: Assess how students work in groups to complete tasks that reflect Islamic values.

e. Reflection and Introspection
   1) Religious Journals: Encourage students to journal about their experiences in studying and practising the teachings of Islam.
   2) Class Discussion: Conduct small group or full class discussions to discuss learning experiences and spiritual growth.

f. Feedback and Construction
   1) Return of Results: Provide constructive feedback and ongoing coaching on assessment results.
2) Interviews: Hold interview sessions with students to deepen their understanding and experience.

g. Participation and Extracurricular Activities

Social and Community Activities: Assess student involvement in social activities or community activities held by the school.

h. Comprehensive Evaluation

1) Holistic Evaluation: Pay attention to the cognitive, affective, and psychomotor aspects of students as a whole.

2) Formative and Summative Evaluation: Conduct continuous assessments (formative) and at the end of the learning period (summative) to measure student progress.

i. Involving Stakeholder

1) Parental Involvement: Ask parents for feedback on their children’s moral and spiritual development.

2) Collaboration with Teachers: Conduct discussions with other teachers to gain a broader perspective on student development.

Each of these evaluation methods must be implemented with a fair and objective approach, and the uniqueness and background of each student must be considered. This evaluation is not only to assess students but also to improve and develop the PAI learning process at SIT.

CONCLUSION

The design of PAI learning management in Integrated Islamic Schools (SIT) involves a strong teacher role, relevant curriculum, technology utilization, good evaluation, and collaboration with parents. All these components synergize to create effective PAI learning and have a positive impact on the development of the character and morale of students. With good management design, Islamic Education at SIT can be a strong foundation for forming a generation of believers and morals.

PAI learning in integrated Islamic schools is designed to create a generation of Muslims who are not only academically intelligent but also spiritually strong and have good Islamic character. The integration of Islamic values in every aspect of learning is the main key to achieving this goal.

The design of PAI learning management in Integrated Islamic Schools (SIT) plays an important role in achieving the goals of quality Islamic religious education. Through careful planning, effective implementation, monitoring, evaluation, curriculum development, and collaboration with parents and the community, PAI learning at SIT can have a positive impact on the academic and spiritual development of students.
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